

STUDENTS' PERCEPTION OF THE OPEN HIGH SCHOOL PROGRAM IN SENIOR HIGH AND ITS PERCEIVED IMPACT ON LEARNING

Jenalyn B. Boctot, Jeralyn D. Bellita, Sheila Noreen B. Macan, Michelle L. Ripdos, Christian Gyle C. Alferez, Marve Moldez, and Kevin Tautjo

Author's/s Affiliation:

Senior High School Department,
Mabolo National High School

Corresponding Author:

jnlynbacus@gmail.com

Article History:

Date Submitted: August 14, 2026

Date Accepted: August 30, 2026

Date Published: September 19, 2026

APA 7th Edition Reference:

Boctot, J. B., Bellita, J. D., Macan, S. N. B., Ripdos, M. L., Alferez, C. G. C., Moldez, M., & Tautjo, K. (2026). Students' perceptions of the open high school program in senior high and its perceived impact on learning. *Ascend: Journal of Interdisciplinary Scholarship and Innovation*, 1 (1), 88-99, <https://doi.org/10.5281/zenodo.22840392>.

Abstract. In the Philippine education system, the Department of Education (DepEd) offers the Open High School Program (OHSP) to meet the varied needs of learners facing unique challenges. This program provides flexible learning opportunities for students who cannot attend traditional classes because of personal, social, or economic circumstances. This present study examined Senior High School students' perceptions of the OHSP at Mabolo National High School and its effects on their learning experiences. Using a descriptive research design, the study surveyed fifty (50) Grade 11 students enrolled in the OHSP, and total enumeration sampling was used because all OHSP students qualified. A tailored 24-item questionnaire, which demonstrated high reliability (Cronbach's alpha = 0.93), was used to assess three key aspects: Module Delivery, Teacher Interaction, and Impact on Learning, using a four-point Likert scale. Analysis of the data revealed positive results: students expressed a favorable perception of module delivery (overall mean = 3.05, Agree), a strong appreciation for teacher interaction (overall mean = 3.31, Strongly Agree), and a significant agreement on the program's positive impact on their learning (overall mean = 3.32, Strongly Agree). The findings suggest that the OHSP effectively fosters academic development, motivation, and personal growth by providing flexible, self-paced learning opportunities. Its structure is perceived as advantageous for balancing academic and personal responsibilities, underscoring its role in supporting students with diverse educational needs.

Keywords: Flexible learning, open high school program, senior high school, student perception

Introduction

Education continues to evolve to meet learners' diverse needs. One significant innovation introduced by the Department of Education (DepEd) in the Philippines is the Open High School Program (OHSP). This flexible learning modality provides opportunities for students who cannot attend regular classes for various personal, social, or economic reasons. This program aims to make secondary education more accessible, inclusive, and adaptable to diverse learning conditions (Department of Education, 2022). Despite its advantages, the OHSP presents challenges, including limited teacher interaction, difficulties with self-regulated learning, and unequal access to instructional resources, all of which can influence students' perceptions of the program's effectiveness (Arinto, 2021).

Education systems worldwide continue to evolve in response to students' increasingly diverse circumstances, needs, and learning conditions. Although regular face-to-face instruction remains the dominant approach in secondary education, conventional schooling may not adequately accommodate learners whose personal, social, economic, or other circumstances prevent them from attending classes consistently. Flexible learning modalities have therefore become increasingly important in promoting educational access and participation among students who experience barriers to conventional schooling. Notably, Lynch et al. (2025) emphasize that disabled students benefit from such flexibility, as it provides an additional route into higher education and reduces systemic inequities.

In the Philippine context, one initiative developed to address this concern is the Open High School Program (OHSP), a flexible learning modality of the Department of Education (DepEd) designed to provide alternative opportunities for learners who cannot regularly participate in conventional classroom-based instruction. By offering greater flexibility in delivering secondary education, the program seeks to make learning more accessible, inclusive, and responsive to students' varied circumstances (Department of Education, 2022). This initiative reflects broader global trends in open and distance learning, which UNESCO (2015) identifies as critical in advancing lifelong learning and educational equity.

However, the value of flexible learning modalities extends beyond providing alternative access to education. Their effectiveness also depends on how students experience and perceive the learning environment. Unlike traditional classroom settings—where teacher supervision, immediate feedback, peer interaction, and structured schedules are readily available—students in flexible learning arrangements often must assume greater responsibility for organizing their learning. In the case of the OHSP, limited teacher interaction, self-regulated learning, and unequal access to instructional resources may shape how students evaluate their learning experiences and the modality's effectiveness (Arinto, 2021). This highlights the importance of examining learner perceptions, as they provide insight into how the modality functions from the perspective of its primary beneficiaries.

Existing scholarship reinforces this point. Turan et al. (2022) argue that flexibility in distance education enhances self-regulated learning strategies because the modality is inherently autonomous, and they further note that perceived flexibility significantly influences student satisfaction. Similarly, Tullis and Benjamis (2011) show that self-paced study can improve academic performance even when total study time remains constant, as learners tend to devote more attention to challenging material. Within the Philippine context, several studies echo this narrative, emphasizing that the Open High School Program (OHSP) promotes equitable access for marginalized and at-risk students. However, these works also highlight that the program's operational success and long-term sustainability depend on continuous teacher professional development, sufficient instructional materials, and robust infrastructural support (Brigido et al., 2026; Fronda & Estrellan, 2026; Capoquian et al., 2026).

Students' perceptions of their learning environment have consistently been recognized as an important factor in understanding educational engagement and learning outcomes. When learners perceive their educational environment as supportive, accessible, relevant, and responsive to their needs, they are more likely to demonstrate motivation, engagement, persistence, and productive learning behaviors. Conversely, perceptions of inadequate support, limited interaction,

or difficulty in accessing learning resources may contribute to disengagement and diminished academic participation. Vannatta and Fordham (2014) emphasize the role of students' perceptions in shaping motivation and engagement, suggesting that how learners interpret and experience their educational environment can influence their willingness to participate actively in learning. These considerations are particularly relevant in flexible learning contexts, where students may have greater responsibility for managing their own learning processes.

The broader literature on flexible, distance, and technology-mediated education likewise underscores the importance of examining the learner's experience rather than focusing exclusively on the availability of educational provision. International discussions of education during periods of rapid educational transformation have highlighted persistent concerns involving access, learning continuity, student engagement, instructional support, and inequalities in educational resources (UNESCO, 2022). However, much of the available literature has concentrated on conventional schooling, fully online learning, or emergency remote education. Consequently, context-specific evidence remains needed on how learners experience structured open or flexible secondary education programs, particularly modalities that combine independent learning with teacher-supported instruction. This distinction is important because the conditions students experience in an Open High School setting may differ substantially from those in traditional face-to-face classrooms or fully online environments.

Within this context, examining students' perceptions of the OHSP becomes particularly relevant. Perception is not merely a measure of whether students like or dislike a learning modality; rather, it indicates how learners evaluate the accessibility, organization, support, and educational value of the learning experience. This study examines students' perceptions through three interrelated dimensions: Module Delivery, Teacher Interaction, and Impact on Learning. Module Delivery considers how students experience the organization, clarity, accessibility, and usefulness of the learning modules provided through the program. Teacher Interaction focuses on the extent to which students experience communication, guidance, feedback, and instructional support from their teachers. Impact on Learning examines students' perceptions of how participation in the OHSP contributes to their understanding, learning progress, engagement, and academic development. Examining these dimensions collectively provides a more comprehensive perspective on the modality's strengths and areas for improvement from the learners' standpoint.

The study is further anchored in three complementary theoretical perspectives. First, Constructivist Learning Theory emphasizes that learning is an active process in which learners construct knowledge by connecting new experiences with existing understanding (Brooks & Brooks, 2021). This perspective is particularly relevant to the OHSP because students are expected to engage more independently with learning materials, interpret information, and construct meaning from their learning experiences. Second, Humanistic Learning Theory highlights the importance of learners' emotional well-being, personal development, motivation, and sense of self in the learning process (Henschke, 2020).

In a flexible learning environment, students' perceptions of teacher support, learning accessibility, and personal progress may, in turn, influence their motivation and confidence to continue learning. Third, Attribution Theory proposes that learners' interpretations of the causes of their successes and failures influence their subsequent motivation, persistence, and behavioral responses (Weiner, 2020). Students who attribute positive learning experiences to effective

instructional support or their own capacity to learn may be more inclined to persist. In contrast, students who consistently attribute difficulties to uncontrollable barriers may become less engaged. Taken together, these theoretical perspectives provide a multidimensional basis for understanding how students interpret and respond to their experiences in the OHSP.

Despite the recognized importance of flexible learning and learner-centered education, a contextual and empirical need remains to examine how Senior High School students perceive their experiences within the Open High School modality. Existing literature provides valuable insights into flexible and alternative forms of education, student engagement, learning environments, and educational inequality. However, comparatively little attention has been paid to the specific experiences of students participating in the OHSP, particularly when their perceptions are examined across module delivery, teacher interaction, and perceived impact on learning. Addressing this gap matters because program effectiveness cannot be understood solely through its intended objectives or implementation mechanisms. The experiences and perceptions of learners who participate directly in the program provide an essential perspective for evaluating implementation and identifying opportunities for improvement.

Therefore, this study examined the level of agreement among Senior High School students regarding their perceptions of the Open High School Program in terms of Module Delivery, Teacher Interaction, and Impact on Learning. By documenting these perceptions, the study aims to generate evidence to inform teachers, school administrators, program implementers, and other education stakeholders in strengthening OHSP delivery. More importantly, the findings may contribute to the continued development of flexible and inclusive educational practices that respond to learners' actual experiences and needs.

Research Questions:

The study ultimately seeks to contribute to the broader pursuit of accessible, equitable, and quality education consistent with the objectives of SDG 4.

Specifically, the study seeks to answer the following questions:

1. What is the level of agreement among Senior High School students regarding their perceptions of the Open High School Program in terms of:
 - 1.1. module delivery;
 - 1.2. teacher interaction; and
 - 1.3. impact on learning?
2. Based on the findings, what recommendations may be proposed to improve the learning experience and implementation of the Open High School Program?

Methodology

Design

This study employed a descriptive research design to examine the perceptions of Senior High School students enrolled in the Open High School Program (OHSP). A descriptive design was deemed most appropriate, as it enables researchers to systematically capture and interpret respondents' experiences and perceptions of a particular phenomenon (Creswell & Creswell, 2020).

Locale

The research was conducted at Mabolo National High School, focusing on students enrolled in the Open High School Program in the Senior High School Department. The setting was appropriate since the institution implemented the Open High School Program to support flexible learning through alternative delivery modes and learning resources.

Respondents

The participants in this study were students enrolled in the Open High School Program at Mabolo National High School, under the Senior High School Department. They were considered suitable respondents because they were directly involved in the Open High School Program and had firsthand experience with its implementation and learning processes, allowing them to provide reliable perceptions of its impact on learning. Moreover, purposive sampling was used to select Grade 11 students with continuous exposure to the OHSP who could provide informed perceptions of its implementation and impact on learning.

The study included only students who met the following qualifications:

(a) Were officially enrolled in the Open High School Program under the Senior High School Department for the academic year 2025-2026; (b) Had sufficient experience and continuous exposure to the Open High School Program, enabling them to provide informed perceptions regarding its impact on learning; and (3) volunteered to participate in this data collection.

Instrument

The researchers administered a self-developed, validated, and reliable 24-item questionnaire to the respondents. The instrument was structured into three sections: (1) Perceptions of Module Delivery, (2) Perceptions of Teacher Interaction, and (3) Impact on Learning. Responses were measured using a four-point Likert scale (1 = *Strongly Disagree* to 4 = *Strongly Agree*). Content validity was established through expert evaluation by three education and research specialists. Reliability testing using Cronbach's alpha yielded a coefficient of **0.93**, demonstrating high internal consistency and confirming the instrument's robustness (Mohajan, 2020; Taber, 2021).

Data Gathering Procedure

Before data collection, the researchers obtained approval from the school administration and secured informed consent from all participants. Printed questionnaires were distributed to respondents. The researchers analyzed the data using frequency counts, percentages, mean, and weighted mean. The following scale was used for interpretation: 3.50–4.00 = Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree. The researchers strictly observed ethical standards, including confidentiality, privacy, and voluntary participation, throughout the research process (Resnik, 2020).

Data Analysis

The researchers analyzed the collected data using statistical methods appropriate for descriptive research. The researchers used frequency counts, percentages, mean, and weighted mean to summarize and interpret responses from Senior High School students in the Open High

School program. This process provided a clear description of the students' perceptions towards the Open High School Program and its observed impact on their learning, without applying inferential statistical tests. As Creswell and Creswell (2020) emphasized, descriptive statistical methods are suitable for portraying patterns and trends within a given population.

Ethical Considerations

Ethical considerations underpin responsible research practice, ensuring the dignity, rights, and welfare of participants are upheld throughout the research process. Globally, these ethical standards are guided by frameworks such as The Belmont Report (1979), The Declaration of Helsinki (1964, updated regularly by the World Medical Association), and UNESCO's Universal Declaration on Bioethics and Human Rights (2005). These international documents outline key principles that form the foundation of research ethics across disciplines and countries.

One of the foremost ethical principles is respect for persons, which includes respect for autonomy and the requirement to obtain informed consent. Researchers must ensure participants fully understand the study's purpose, procedures, risks, and benefits before agreeing to take part. Informed consent must be voluntary and free from coercion, and participants should be given the right to withdraw at any time without penalty. Special attention must be given to vulnerable populations (e.g., minors, persons with disabilities, or economically disadvantaged individuals) who may require additional protection and assent procedures.

Another critical ethical principle is beneficence, which obliges researchers to maximize potential benefits and minimize harm. This includes conducting risk assessments, ensuring the study design is scientifically sound, and protecting participants from psychological, physical, or social harm. Safeguards must ensure the research's potential societal value justifies any risks.

Justice is equally essential in research ethics and focuses on fairly distributing research burdens and benefits. Participant selection must be equitable and free from discrimination. Exploiting disadvantaged groups for convenience or excluding specific populations without scientific justification is unethical.

Moreover, confidentiality and data protection are vital. Under the General Data Protection Regulation (GDPR) and other international data privacy laws, researchers must maintain participants' anonymity or confidentiality. Researchers must store personally identifiable information securely and restrict access to authorized personnel.

Researchers must also ensure transparency and integrity throughout the study, from data collection to publication. Researchers must disclose any conflicts of interest and report findings honestly and accurately, even when results do not support the hypothesis.

In accordance with international ethical standards, researchers must also obtain ethical clearance from the school's research coordinator before commencing any data collection. This review process ensures that the research meets accepted ethical and methodological standards.

In conclusion, ethical considerations in research are not merely procedural obligations but are foundational to legitimacy and societal trust in scientific inquiry. By strictly observing ethical guidelines grounded in international standards, researchers contribute to a culture of respect, responsibility, and integrity in the global academic community.

Results and Discussions

Table 1.

Summary and Overall Results of Perception of Students Toward Module Delivery

Statement	Mean	Interpretation
The learning open high modules are clearly written	2.97	Agree
The instructions in the open high modules are clear	3.07	Agree
The activities in the open high modules help me learn	2.88	Agree
The open high modules provide enough examples	3.13	Agree
The open high modules are delivered to me on time	3.07	Agree
The open high modules contain accurate and updated information	3.11	Agree
The layout and organization of the open high modules are clear	3.07	Agree
The open high modules are appropriate for my grade level	3.07	Agree
Overall Mean	3.05	Agree

Table 1 presents students' perceptions of module delivery, yielding an overall weighted mean of 3.05 (Agree). The highest-rated item was *"The open high modules provide enough examples"* (M = 3.13), while the lowest was *"The activities in the open high modules help me learn"* (M = 2.88), both interpreted as *Agree*. These results suggest that while students generally view the module content positively, there is still room to improve learning-activity design to support deeper engagement and application.

This finding resonates with Mirasol et al. (2023), who emphasized that OHSP's adaptable approach enables learners to progress at their own pace while fostering accountability, thereby motivating educators to refine instructional practices. Likewise, Cena and Corpuz (2024) highlighted that well-structured modules, coupled with timely teacher feedback, significantly enhance learning outcomes. Their study underscores the importance of not only providing clear examples but also designing activities that actively support comprehension and skill development.

Taken together, the present results affirm that effective module delivery requires both content clarity and pedagogical support, reinforcing the need for continuous improvement in OHSP activity design to maximize its impact on student learning.

Table 2

Summary and Overall Results of Perception of Students Toward Teacher Interaction

Statement	Weighted Mean	Interpretation
My teacher provides clear instructions about the modules	3.21	Agree
My teacher is available when I need help	3.26	Strongly Agree
I receive timely feedback on my completed modules	3.36	Strongly Agree
My teacher regularly checks on my progress	3.26	Strongly Agree
My teacher explains difficult topics when asked	3.27	Strongly Agree
My teacher encourages me to complete my modules	3.41	Strongly Agree
The communication between my teacher and me is effective	3.31	Strongly Agree
My teacher motivates me to continue learning	3.36	Strongly Agree
Overall Mean	3.31	Strongly Agree

Table 2 presents students' perceptions of teacher interaction, yielding an overall weighted mean of 3.31 (Strongly Agree). The highest-rated item was "*My teacher encourages me to complete my modules*" ($M = 3.41$), while the lowest was "*My teacher provides clear instructions about the modules*" ($M = 3.21$, Agree). These results indicate that students value teacher encouragement, timely feedback, and consistent communication most, underscoring the pivotal role of teacher support in sustaining learner motivation and persistence.

This finding aligns with Capoquian et al. (2026), who emphasized that teacher commitment and institutional support most strongly enhance OHSP implementation, with teacher dedication rated highest among all program supports. Clear guidance, regular feedback, and consistent monitoring enable learners to manage their studies more effectively and maintain motivation. Similarly, Aziz et al. (2025) showed that effective teacher communication strongly influences student academic achievement, accounting for 92.3% of the variance in performance. Such evidence highlights that teacher interaction not only sustains learner engagement but also directly shapes academic outcomes.

Taken together, these results affirm that teacher interaction is a critical determinant of student success in flexible learning environments. They reinforce the need for educators to prioritize encouragement, clarity, and communication in module delivery, while also pointing to the broader implication that sustained teacher commitment and institutional support are indispensable for the long-term effectiveness of flexible learning programs such as the OHSP.

Table 3.

Summary and Overall Results of Impact on Learning

Statement	Weighted Mean	Interpretation
The Open High School Program helps me understand lessons better	3.31	Strongly Agree
The program allows me to learn at my own pace	3.26	Strongly Agree
My study habits have improved because of the program	3.36	Strongly Agree
I feel more responsible for my schoolwork	3.27	Strongly Agree
The program motivates me to continue my education	3.37	Strongly Agree
I can balance studies with personal responsibilities	3.36	Strongly Agree
I can apply what I learn in real-life situations	3.27	Strongly Agree
The Open High School Program has a positive impact on my learning	3.36	Strongly Agree
Overall Mean	3.32	Strongly Agree

Table 3 summarizes the perceived impact of learning in the Open High School Program. In this table, the overall mean of 3.32 (Strongly Agree) indicates that students perceive the Open High School Program (OHSP) as having a positive and meaningful impact on their learning. Across all items, learners strongly agree that the program enhances their understanding of lessons, supports self-paced learning, improves study habits, fosters responsibility, and motivates them to continue their education. The consistently high ratings suggest that the OHSP effectively addresses both the academic and personal dimensions of student learning, enabling learners to balance schoolwork with other responsibilities while applying knowledge to real-life situations.

The findings suggest that the OHSP is not only academically beneficial but also supports learners' holistic development. By promoting responsibility, motivation, and improved study habits, the program strengthens learner autonomy—an essential skill for lifelong learning. Furthermore, the ability to balance studies with personal responsibilities highlights the program's flexibility, making it particularly valuable for students who face socio-economic or personal challenges that hinder participation in traditional schooling. These results suggest that the OHSP can serve as a model for inclusive and flexible education, potentially guiding policymakers and educators in expanding alternative learning systems.

The positive impact of OHSP aligns with existing literature on flexible and open learning systems. Two papers support that distance and open learning environments are inherently learner-

centered, requiring individuals to plan, monitor, and evaluate their learning processes independently (Kuswant et al., 2026; Zhao et al., 2014). Similarly, Adyha and Panda (2026) emphasize that self-paced and personalized learning reflect individual pace, preferences, and abilities, shifting learners into a more active role in directing their work.

Across local studies, the Open High School Program is described as an alternative, flexible pathway for learners who cannot attend regular classes because of financial, geographic, health, family, work, or other personal constraints (Cena & Corpuz, 2024; Fronda & Estrellan, 2026; Mirasol et al., 2023). Multiple studies consistently frame OHSP as an inclusion-oriented program for disadvantaged, marginalized, out-of-school, or dropout-prone learners rather than a general substitute for regular schooling (Castino et al., 2025; Capoquian et al., 2026).

Conclusion

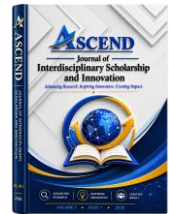
The findings reveal that Grade 11 students enrolled in the Open High School Program (OHSP) at Mabolo National High School hold generally positive to strongly positive perceptions of the program. Students agreed that module delivery was clear and well-organized (overall mean = 3.05, *Agree*), strongly agreed that teacher support was encouraging and effective (overall mean = 3.31, *Strongly Agree*), and strongly agreed that the program positively impacted their learning outcomes (overall mean = 3.32, *Strongly Agree*).

Overall, the OHSP provides learners with flexible and self-directed educational experiences that contribute meaningfully to their academic growth. Students perceive the program as a beneficial alternative to conventional schooling, enabling them to manage their learning pace while balancing academic and personal responsibilities. Nevertheless, the program's effectiveness may be limited without adequate teacher support, hands-on activities, and opportunities for collaborative learning.

Based on these findings, several recommendations are advanced. Students are encouraged to establish weekly module goals and maintain consistent study schedules to strengthen self-regulation. Teachers should prioritize providing regular, specific feedback and sustaining clear communication to reinforce learner motivation. School administrators are advised to invest in ongoing teacher training to enhance the delivery of flexible learning and to establish robust support systems for at-risk students. Parents may contribute by designating dedicated study spaces and monitoring their child's progress in module completion. Finally, future researchers are encouraged to employ longitudinal or experimental designs to generate deeper insights into the OHSP's long-term academic outcomes and sustainability.

References:

- Adhya, D., & Panda, S. (2026). An integrative systematic review analysis of research on technology-enabled personalized learning and self-regulated learning. *Smart Learning Environments*, 13. <https://doi.org/10.1186/s40561-025-00428-8>
- Arinto, P. B. (2021). Online education in the Philippines: A framework for future implementation. *Asia Pacific Education Review*, 22(3), 401–412. <https://doi.org/10.1007/s12564-021-09709-7>
- Aziz, M., Napitupulu, D. S., & Parapat, F. A. (2025). The Influence of Teacher Communication Patterns in Aqidah Akhlak Education on Students' Academic Achievement. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*. <https://doi.org/10.54069/attadrib.v8i1.840>
- Brigido, J., Villanueva, E. R., Venus, M., Mariano, J., Ramos, R. P., & Divina, L. V. (2026). Learning beyond barriers: A phenomenological study towards an intervention framework for the junior high open high school program. *Multidisciplinary Science Journal*. <https://doi.org/10.31893/multiscience.2026432>
- Brooks, J. G., & Brooks, M. G. (2021). In search of understanding: The case for constructivist classrooms. ASCD. https://ocw.metu.edu.tr/pluginfile.php/9173/mod_resource/content/1/In%20Search%20of%20Understanding.pdf
- Castino, J. M., Macabacyao, T. C., & Colastre, R. A. (2025). Establishing an Open High School Program at James L. Chiongbian National Trade School in Junior High School: A Feasibility Study. *Business Fora: Business and Allied Industries International Journal*. <https://doi.org/10.62718/vmca.bf-baiij.3.1.sc-1124-017>
- Capoquian, M., Roncales, J., Doños, A. M., Orsal, J., Moslares, M., Lucana, J., Jocosol, C. M., & Quiloña, J. D. (2026). Stakeholders' Perception on the Implementation of Open High School Program (OHSP) in Artech National High School. <https://doi.org/10.65339/ijisair.v2.i2.265>
- Cena, D. L., & Corpuz, G. G. (2024). Implementation of Open High School Program and School Performance in the Division of Bukidnon: Basis for Program Implementation Plan. *American Journal of Arts and Human Science*. <https://doi.org/10.54536/ajahs.v3i2.2861>
- Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Department of Education. (2025). *Policies on expanding Open High and distance learning*. (CMO Order No. 12, Series of 2025). <https://cms-cdn.e.gov.ph/CHED/pdf/2025-CMO-NO12.pdf>
- Department of Education. (2022). *Open High School Program (OHSP) implementation policy guidelines*. (DepEd Memorandum No. 521, s. 2022). https://www.depedmisor.com/uploads/1/3/2/5/13258713/dm521s.2022_open_high_school_program_ophs_implementation_policy_guidelines.pdf
- Frona, B., & Estrellan, J. C. (2026). Challenges and Best Practices in the Implementation of the Open High School Program: A Phenomenological Study. *Psychology and Education: A Multidisciplinary Journal*. <https://doi.org/10.70838/pemj.580504>



- Henschke, J. A. (2020). Humanistic perspectives in adult education: Revisiting Rogers' learner-centered approach. *Adult Learning*, 31(2), 65–73. <https://doi.org/10.1177/1045159519899846>
- Kuswanti, E., Suryani, P., Arisanty, M., & Sukatmi, S. (2026). Enhancing Self-Regulated Learning in Distance Education through SQ3R and Concept Mapping: Supporting SDG 4 on Quality Education. *Jurnal Penelitian Pendidikan IPA*. <https://doi.org/10.29303/jppipa.v12i4.14686>
- Lynch, S., Brunton, J., & Farrell, O. (2025). Experiences of disabled students in online education: a systematic review. *Distance Education*, 47, 70–90. <https://doi.org/10.1080/01587919.2025.2562802>
- Mirasol, K., Noli, P., & Nicolas, A. (2023). Flexibility and Personalization of Learning in the Senior High Open High School Program: Basis for Enhanced Alternative Delivery Mode of Teaching and Learning. *American Journal of Multidisciplinary Research and Innovation*. <https://doi.org/10.54536/ajmri.v2i4.1758>
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4). <https://doi.org/10.26458/jedep.v9i4.679>
- Resnik, D. B. (2020). *What is ethics in research and why is it important?* National Institute of Environmental Health Sciences. <https://www.niehs.nih.gov/research/resources/bioethics/whatis>
- Taber, K.S. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Res Sci Educ* 48, 1273–1296 (2018). <https://doi.org/10.1007/s11165-016-9602-2>
- Tullis, J. G., & Benjamin, A. (2011). On the effectiveness of self-paced learning. *Journal of memory and language*, 64, 109–118. <https://doi.org/10.1016/j.jml.2010.11.002>
- Turan, Z., Kucuk, S., & Karabey, S. C. (2022). The university students' self-regulated effort, flexibility, and satisfaction in distance education. *International Journal of Educational Technology in Higher Education*, 19. <https://doi.org/10.1186/s41239-022-00342-w>
- UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing. <https://doi.org/10.54675/ED-2022-010>
- Vannatta, R. A., & Nancy, F. (2004). Teacher Dispositions as Predictors of Classroom Technology Use. *Journal of Research on Technology in Education*, 36(3), 253–271. <https://doi.org/10.1080/15391523.2004.10782415>
- Weiner, B. (2020). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 55(3), 141–154. <https://doi.org/10.1080/00461520.2020.1761749>
- Zhao, H., Chen, L., & Panda, S. (2014). Self-regulated learning ability of Chinese distance learners. *Br. J. Educ. Technol.*, 45, 941–958. <https://doi.org/10.1111/bjet.12118>